Unit title	Unit 4: Principles of Effective Care
Guided learning hours	90 GLH
Number of lessons	45
Duration of lessons	2 hours
Links to other units	
● Unit 1: Human Lifespan Development	

Key to learning opportunities			
IA	Internal assessment	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**C**	Classroom activities directed by tutor

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals				
1	Introduction to the unit	C/IS	**Tutor-led discussion:** provide definitions of equality, diversity and discrimination as a basis for a class discussion. **Small group activity:** learners work in three groups. Group 1 finds five examples and five statistics to show equality in day-to-day life. Group 2 does the same for diversity. Group 3 identifies examples of diversity in health and social care settings/organisations. Each group shares findings. **Small group activity:** learners work in small groups, each with different roles, to collate a short video presentation of examples of discrimination in day-to-day life. They compare the strategies used to prevent and overcome these with approaches used in their school/college. **Small group activity:** learners work in two groups. One group prepares a poster of an individual who has no care or support needs and the other prepares a poster of an individual of their own choosing who does. Learners compare the two and add in pictures and/or lists of services which might be needed to support both individuals.	ICT Sheets of paper/ Writing equipment for creating displays
2	**A1** Promoting equality, diversity and preventing	C/IS	**Tutor-led discussion:** introduce learners to reasons why it is important to prevent discrimination. **Independent learning activity:** find the main	Copies of the relevant legislation

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	discrimination		features of a relevant piece of legislation and list the types of discrimination it intends to prevent. **Tutor-led discussion:** consider examples of organisations which provide social care and initiatives they use to prevent discrimination. **Assignment:** explain the main features of the relevant legislation and list the types of discrimination it intends to prevent.	
3	**A2** Values, skills and personal attributes required for developing relationships with individuals	IS/C	**Tutor-led discussion:** introduce an explanation of the 6Cs. **Small group activity:** learners design a visual display showing how one individual with specific care needs would be supported by a worker who could demonstrate the 6Cs. **Assignment writing:** give learners exercises and problems to solve. At this stage, these do not need to be specific to a health and social care setting. Tutors may care to use the television programme 'Only Connect' as a source. (www.learning-for-life.org also has some fun activities which might appeal to learners.)	Access to internet/TV
4	**A2** Skills and personal attributes required for developing relationships with	IS/C	**Tutor-led discussion:** focusing on: a) why problem-solving skills are necessary in health and social care settings b) how learning from the activity could be applied to	ICT Recording equipment (for interview)

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	individuals		an individual with care and support needs. **Individual activity:** learners prepare for an interview with someone who works for an organisation which provides care and support (or they could interview an informal care-giver such as a parent or relative, or they might occupy such a role themselves). Learners could include questions which ask about the worker's skills, how they got them and how their qualifications help them to carry out their role. **Work experience preparation:** learners prepare questions to ask during placements which will tell them how the organisation prevents discrimination.	
5	**A2** Skills and personal attributes required for developing relationships with individuals	IS/C	**Tutor-led discussion:** introduce the topic of dealing with difficult situations. Ask learners about their own experiences of dealing with a difficult situation. List strategies which could be used to minimise conflict, e.g. using appropriate tone of voice and language. Devise scenarios for learners to respond to. **Small group work:** learners describe their responses to the scenarios given. **Individual activity:** how to negotiate: each learner brings one YouTube clip of a negotiation and explains its main features and why they think it was successful	ICT

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			or not.	
6	**A2** Empathy and establishing trust with individuals	IS/C	**Tutor-led discussion:** the theoretical nature of this topic is likely to need more tutor-led sessions to explain the aspects of the theories involved, beginning with introducing key terms, to include attachment, emotional resilience, autonomy, triangle of care. **Tutor-led discussion:** Use relevant television programmes to illustrate key terms. The starting point might be a popular TV programme with which learners could be familiar. As learners develop their understanding and knowledge, the programmes could be more scientific in nature.	List of key terms from the specification Relevant TV programmes
7	**A2** Empathy and establishing trust with individuals	IS/C	**Tutor-led discussion:** attachment and emotional resilience theory. **Activity:** using two scenarios, one with a child and one with an older person, learners describe the ways in which these theories might affect the interaction between a person providing care and support and their client.	Pre-prepared illustrative scenarios
8	**A2** Empathy and establishing trust with individuals	IS/C/RS	**Tutor-led discussion:** empathy theories to include Heinrich Wölfflin, Johannes Volkelt, Robert Vischer. **Small group activity:** learners research the triangle of care. A starting point might be www.professionals.carers.org/working-mental-health-	Test materials Internet access

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			carers/triangle-care-mental-health. **Revision session:** short test on key terms.	
9	**A2** Empathy and establishing trust with individuals	C/IS	**Tutor-led session:** empathy theories to include Martin Hoffman and Max Scheler. **Assignment writing:** explain the advantages and disadvantages of the main empathy theories. **Summary activity:** using role play, assess the skills used when developing relationships with individuals with care and support needs. Identify the criteria which show that an individual had successfully developed a relationship with the person needing care.	Space to carry out role-play activities
Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs				
10–11	**B1** Ethical issues and approaches	RS/IS/C	**Individual/small group activity:** learners discuss reasons why they think the information they found came from a trustworthy source. They then find two or three other sources which could provide the same information and compare findings. **Individual/small group activity:** definitions of key terms to include choice, independence, conflict of interest, confidentiality. **Paired work/small group activity:** in pairs or groups, learners identify ways that risk is minimised in one of the following circumstances: a) a person with a learning disability in an	ICT

Lesson	Topic	Lesson type	Suggested activities	Resources
			educational setting b) a person with sight and/or hearing impairment attending a hospital appointment c) an 18-year-old who is self-harming at home d) a person who needs end-of-life care. Learners present their findings to the group. **Assignment writing:** explain how professionals who meet individual care needs promote choice and independence for the people they care for. You may use one of the scenarios in the activity above.	
12	**B1** Ethical issues and approaches	RS/IS	**Tutor-led discussion:** introduction to the main ethical theories to include consequentialism, deontology, principlism and virtue ethics. To cover meaning of terms and one example for each when applied to a health and social care setting. **Individual/small group activity:** learners could start at www.bbc.co.uk/ethics/introduction/consequentialism_1.shtml This is an archived resource that provides clear explanations. The site also contains explanations of the other theories. Learners adapt the examples in each theory and apply them to individuals with care and support needs.	ICT
13	**B2** Legislation and	IS/C	**Tutor-led discussion:**	ICT

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	guidance on conflicts of interest, balancing resources and minimising risk		• Why is it necessary to legislate for individual care and support? Tutor to set context to this discussion. • What evidence and/or reasons suggest that the legislation has been successful? The discussion should enable learners to start to develop an insight into these issues. A similar discussion could be held when Topic B.2 has been taught and the views expressed could be compared. **Individual/small group activity:** it is likely that learners will need support when looking at this legislation. Legislation should be relevant to the country where study is taking place. **Assignment writing:** • Identify the organisations/agencies responsible for ensuring that legislation is implemented. • Briefly explain the main function of each organisation/agency.	Factsheets about legislation
14	**B2** Legislation and guidance on conflicts of interest, balancing resources and minimising risk	IS/C	**Tutor-led discussion:** • Revisit points raised during discussion at the start of lesson 13. • Explain the term ‘guidance’ and why it is necessary. • List types of guidance in the relevant country. • Prepare learners for group activity and	ICT

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			assignment. **Paired activity:** in pairs, learners identify and explain the main features of each of the above types of guidance and share their findings. **Assignment writing:** how is guidance for individual care and support needs counterbalanced by other factors?	
Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges				
15	**C1** Enabling individuals to overcome challenges	RS/IS/C	**Tutor-led discussion:** recap the PowerPoint from B.1. **Small group activity:** learners prepare a visual display which lists in one column the main challenges facing those people who need individual care and support and in a second column the challenges faced by those who provide such care and support. **Sharing information:** learners report to the other people in their group. **Paired activity:** working in pairs, learners select one individual with care and support needs. They design an educational information leaflet or a video presentation or a training PowerPoint which explains (with examples) the strategies used to enable individuals to overcome challenges. **Assignment writing:** with reference to the	PowerPoints Internet access

Lesson	Topic	Lesson type	Suggested activities	Resources
			individual chosen in Activity 2, evaluate the use of patient-mediated strategies which enable the individual to overcome challenges.	
16	**C1** Enabling individuals to overcome challenges	IS/C	**Tutor-led discussion:** outline the role of policy frameworks in minimising challenges. Use policies relevant to the country of study. **Independent learning activity/paired activity:** with reference to a relevant Patient Experience Framework, using the individual they described previously learners research and explain how elements which are critical to the service user's experience of health services might have affected their chosen individual. All key terms should be defined. **Assignment writing:** explain how Patient Online helps individuals to overcome challenges.	
17	**C2** Recognising preferences and promoting personalisation	GS/IS	**Guest speaker:** social worker discusses care planning and how specialist support is provided by care professionals. **Small group work/paired work:** working in pairs or small groups, learners research benefits payments available to those that are unable to work. Learners should discuss the financial impact of promoting choice and control. They then prepare a visual display of how benefits can be used by the individual they described in the second activity (lesson 16).	Internet access, information on states benefits (e.g. web links, reference texts)

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18	**C3** Communication techniques	GS/IS/C	**Guest speaker:** from the relevant language: Sign Language, Makaton or RNIB. Ask learners to invite this speaker. For English speakers, www.british-sign.co.uk contains a wealth of interactive resources and run courses at a reasonable cost which learners may be interested in. **Tutor presentation:** theories of communication to include Carl Roger, Abraham Maslow and B F Skinner. A range of videos to support learning about each of these theorists is available online.	Appropriate videos/DVDs (and something to play them on)
19–28	**C3** Communication techniques	IS/C/IA	**Assignment writing:** preparing for the assignment for learning aims A to C. Learners are encouraged to evaluate the importance of the latest technologies in overcoming challenges for individuals needing care support. To prepare for this assignment, learners could: • identify technologies used to support one individual of their choosing. This might be someone with a visual or hearing impairment, someone with a learning or physical disability, an individual who is morbidly obese, a person with Alzheimer's disease or someone with a serious mental illness • compare the technologies used currently with those used in the past • list ways that new technologies enable the	Relevant assignment information from the specification

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			individual to maintain dignity, have their choices and preferences met and overcome other challenges. Find evidence which shows the numbers of people who use technologies to meet their health and social care needs.	
Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs				
29	**D1** How agencies work together to meet individual care and support needs **D2** Roles and responsibilities of key professionals on multidisciplinary teams	RS/IS/C	**Tutor-led discussion:** links to other units. Begin by revising/revisiting material covered on the work of multidisciplinary teams in meeting individual care and support needs. Explain key terms, to include: commissioning, health and wellbeing boards, integrating health and social care, multidisciplinary team, co-ordinated support, freedom of information, confidentiality. **Independent learning activity:** learners could choose one specific role from either the public, private or voluntary sector. They arrange an interview with someone who carries out the role that interests them in order to find out information about their roles and responsibilities. Before carrying out the interview, learners should: • find information about the role from the relevant websites • write a pilot questionnaire including open and	ICT

Lesson	Topic	Lesson type	Suggested activities	Resources
			closed questions • trial their questionnaire on other learners and tutors • review and revise the questionnaire prior to the actual interview.	
30	**D2** Roles and responsibilities of key professionals on multidisciplinary teams	WE	**Work experience:** learners spend time shadowing a health and social care worker in either the public, private or voluntary sector, according to their particular interests. Learners to: a) keep a diary/log showing how the person they shadow works in a multidisciplinary team b) list the people they work with c) list the types of people they support d) list some of the outcomes of the work carried out by the person they shadow.	
31	**D1** How agencies work together to meet individual care and support needs	GS/IS	**Guest speaker:** from a similar organisation to a Clinical Commissioning Group (CCG) or similar. Suggested topics: how services are commissioned; how this affects the care and support needs of service users. Prior to the talk, learners should prepare questions for the speaker. Following the talk, one learner should chair a discussion about the issues raised.	ICT

Lesson	Topic	Lesson type	Suggested activities	Resources
			Independent learning activity/small group activity: research – learners find information about the role of either their local CCG or their local health and wellbeing board or the role of their local authority in commissioning social care. They may be able to input their own experience of these agencies/organisations.	
32	**D1** How agencies work together to meet individual care and support needs	RS/IS/C	**Revision session:** learners to identify: a) which individuals are entitled to social care b) how individuals are assessed for eligibility for social care c) articles in the media about entitlement/eligibility and list the main concerns. **Tutor-led discussion:** how does representation in the media of people who need health and social care affect learner perception of such people? **Independent learning activity/paired activity:** learners research and explain if Early Health Care Plans (EHCPs) or similar exist in their country and if so, the support they provide. Learners explain how their own local area implements these plans.	ICT
33	**D3** Maintaining confidentiality	IS/C	**Tutor-led discussion:** • Why confidentiality is important. • Ways confidentiality is maintained at school/college.	Internet access

Lesson	Topic	Lesson type	Suggested activities	Resources
			• What type of information is kept confidential? **Independent learning activity**: using websites learners should investigate some of the wider implications of maintaining confidentiality. While this may not be relevant to health and social care, it does provide details about what happens when confidential information is released into the public domain and the issues that arise. Following this, learners could compile a list of information about themselves which they consider should only be made public with their permission. It is likely that learners will use their experience of Facebook or other social media sites to inform their decisions in these matters. **Assignment writing:** explain why an individual might not have access to information about themselves. Learners can refer to the individual and/or case study they have used in lesson 16 and elsewhere.	
34	**D4** Managing information	IS/C	**Tutor-led discussion:** how legislation controls the storage of and access to information, to include relevant legislation for the country of study. Learners need only know the main points of legislation which relate specifically to the storage of and access to information. This should then be related to health and social care.	Factsheets about legislation

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35	**D4** Managing information	IS	**Independent learning activity:** relevant codes of practice. Learners should find and download relevant codes of practice for health and social care within the country of study.	Internet access
36	**D3** Maintaining confidentiality	IS/C	**Individual activity:** using codes of practice from their work placement settings, learners use their work placement diaries and logs to explain how workers in health and social care maintain confidentiality. **Tutor-led discussion:** relevant aspects of legislation. **Paired activity/small group activity:** working in pairs or groups, learners identify and explain three pieces of information which they have found on relevant legislation and information control. Learners create a PowerPoint presentation and deliver this to the class. Each learner should explain how the information they have presented can be used in the assignments for this unit.	PowerPoint Internet access
37	**D3** Maintaining confidentiality **D4** Managing information	IS/C	**Independent learning activity/small group activity:** linking topics D.3 and D.4. Learners consider the problems which might occur where individuals are unable to give their consent to the sharing of information about them. Examples include: a person has serious mental ill-	

Lesson	Topic	Lesson type	Suggested activities	Resources
			health; where they have a severe learning disability; where they are a very young child who has been the victim of abuse; a person in a permanent vegetative state (PVS). Learners should prepare a case study showing: • the challenges for the individual • the challenges for those providing support and care • the ways in which relevant legislation has been applied • the impact of relevant codes of practice • the outcomes of decisions taken about sharing information and the resulting care and support.	
38	**D3** Maintaining confidentiality **D4** Managing information	IS	**Independent learning activity/small group activity:** linking topics D.3 and D.4. Continuation of case study writing.	
39	**D1, D2, D3, D4**	RS	**Revision session:** using artefacts and posters created in previous sessions, learners will create a timeline/revision file on the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.	
40–45	Learning aim D	IA	**Assignment writing:** learners produce a resource pack for either a:	Relevant assignment

Lesson	Topic	Lesson type	Suggested activities	Resources
			• health professional, or • social care professional, or • education professional, or • voluntary sector worker. The resource pack should give guidance and recommendations about how professionals must work together in multidisciplinary teams to meet individual care and support needs.	information from the specification

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.